 LESSON 13

In this lesson we learn the following :

#(1) لامُ الأَمْرِ : You have learnt the *amr* in Book Two, e.g., اُكْتُبْ 'write.' This form of the *amr* is used to command (or request) the second person. To command (or request) the third person, the form لِيَكْتُبْ (**li-yaktub**) is used. It means 'let him write' or 'he should write', e.g.,

لِيَكْتُبْ كلُّ طالبٍ اسْمَهُ في هذه الوَرَقَةِ 'Let every student write his name on this paper.'

لِتَجْلِسْ كلُّ طالبةٍ في مكانِها 'Let every female student sit in her place.'

This form is also used with the first person plural, e.g., لِنَأْكُلْ (**li-na'kul**) 'Let us eat.'

The *lâm* used in this form is called لامُ الأَمْرِ. It is used with the *muḏâri'* *majzûm* :

لِيَكْتُبْ، لِيَكتُبا، لِيَكْتُبُوا -- لِتَكتُبْ، لِتَكتُبا، لِيَكْتُبْنَ-- لأَكْتُبْ، لِنَكْتُبْ

The لامُ الأمرِ has *kasrah*, but it takes *sukûn* after وَ , فَ and ثُمَّ, e.g.,

لِيَجْلِسْ كُلُّ طالبٍ ولْيَكْتُبْ 'Let every student sit and write.' (**li**-yajlis wa l-yaktub. **Not** : wa **li**-yaktub).

فَلْنَخْرُجْ 'So let us go out.' (fa l-nakhruj. **Not** : fa **li**-nakhruj).

لِنَقْرأْ قليلاً ثُمّ لْنَنَمْ 'Let us read for sometime, then sleep.' (li-naqra' thumma l-nanam. Not : thumma **li**-nanam).

#(2) We have learnt لاَ النّاهِيَةُ in Book Two (Lesson 15). Here is an example : لاَ تَجْلِسْ هُنا 'Don't sit here.' There we have learnt the use of لا النّاهِيَة with the second person only. Now we learn its use with the third person, e.g.,

لاَ يَخْرُجْ أحَدٌ مِنَ الفصْلِ 'Let no one leave the class' or 'No one should leave the class.'

Note the difference between these two sentences :

لا تَدْخُلُ سيّارةُ الأُجرةِ الجامعةَ 'A taxi *does not* enter the university.' (la

tadkhul**u**).

لا تَدْخُلْ سَـــــيَّارةُ الأُجــرةِ الجامعــةَ 'A taxi *should not* enter the university.' (la tadkhul).

The لا in the first sentence is the لا النَّافِيَةُ, and in the second sentence it is the لا النَّاهِيَةُ. The verb after the لا النَّافِيَةُ is مَرْفوع; and after the لا النَّاهِيَةُ it is مَجْزُوم.

#(3) الجَزْمُ بالطَّلَب : A *mudâri'* preceded by an *amr* or a *nahy* [1] is *majzûm*, e.g.,

اقْرَأْهُ مَرَّةً أُخْرَى تَفْهَمْـــهُ 'Read it again, and you will understand it.'

لا تَكْسَلْ تَنْجَحْ 'Don't be lazy, and you will pass.'

This is called الجَزْمُ بالطَّلَب, i.e., the *mudâri'* being *majzûm* because of *amr* or *nahy*. The word الطَّلَبُ means 'demand' and is used to include both the *amr* and *nahy* because both of them signify demand.

#(4) وَا رأْساهْ! : This is used to express pain, and it is called النُّدْبَةُ. From رَأْسِي 'my head' the pronoun *yâ'* is omitted and the ending ـــاهْ (**âh**) is added. If one wants to express pain in his hand, he says وَا يَدَاهْ! (يَدِي : يَدَاهْ : yad-î→ yad**âh**). النُّدْبَةُ is also used to express sorrow. To mourn the loss of بِلاَل we say وَا بِلاَلاهْ 'Alas for Bilal!'

#(5) We have learnt *mudâri' majzûm* in Book Two (Lessons 15, 21), and we have been introduced there to three of the four particles that cause *jazm* in the *mudâri'*. These are لا النَّاهِيَةُ, لَمْ and لَمَّا. And we have learnt the fouth particle in this lesson : لامُ الأَمْرِ. These four particles are called جَوَازِمُ المُضارِعِ. Here are some *âyât* which contain these جَوَازِم :

1- *Nahy* (النَّهْيُ) is the negative *amr*, e.g. لا تَجْلِسْ هُنا 'Don't sit here.'

1) أَلَمْ نَجْعَلْ لَهُ عَيْنَيْنِ * وَلِسَانًا وَشَفَتَيْنِ 'Have We not made for him a pair of eyes, and a tongue and a pair of lips?' (Qur'an, 90:8-9).

2) وَلَمَّا يَدْخُلِ الإِيمَانُ فِي قُلُوبِكُمْ 'And faith has not yet entered into your hearts' (Qur'an, 49:14).

3) لاَ تَحْزَنْ إِنَّ اللهَ مَعَنَا 'Don't grieve. Surely Allah is with us' (Qur'an, 9:40).

4) فَلْيَنْظُرِ الإِنْسَانُ إِلَى طَعَامِهِ 'Let man look at his food' (Qur'an, 80:24).

#(6) آهِ، آهٍ is a verb-noun1 meaning 'I feel pain.' Its *fâ'il* is a hidden pronoun representing أنا [1].

✍Exercises

General :
Answer the following questions.

لاَمُ الأَمْرِ :

1) Point out all the instances of لاَمُ الأَمْرِ occurring in the main lesson.

2) Point out the *lâm al-amr* in each of the following examples, and vocalize it correctly.
3) Write each of the following verbs with *lâm al-amr*, and vocalize the *lâm* and the verb correctly.
4) Give five sentences containing *lâm al-amr*.

لاَ النَّاهِيَةُ :

1) Read the following examples of the *lâ al-nâhiyah*, and vocalize the verb following it in each of them.
2) Fill in the blank in each of the following sentences with the verb given in brackets preceded by *lâ al-nâhiyah*, and vocalize the verb correctly.
3) Give three examples of *lâ al-nâhiyah* used with the third person.

جَوَازِمُ الفِعْلِ المُضَارِعِ :

1- For the verb-noun see Lessons 1 and 2.

Give four sentences of your composition each containing one of the four *jawâzim*.

الجَزْمُ بالطَّلَب :

1) Point out the *jawâb al-talab* in each of the following sentences, and vocalize it correctly.

2) Fill in the blank in each of the following examples with the verb given in brackets after making the necessary changes.

3) Give three examples of الجَزْمُ بالطَّلَب.

النُّدبة :

Form the *nudbah* from the following nouns.

General questions :

1) Write the plural of each of the following nouns.

2) Write the singular of each of the following verbs.

3) Write the *mudâri'* of each of the following verbs.

4) Oral exercise :

a) Each student says to him colleague : أَرِنِي كتابَكَ/ ساعتَكَ/ دفترَكَ [1] 'Show me your book/ watch/ notebook....'

b) Each student says to him colleague pointing to another one : أَرِهِ كتابَكَ [1] 'Show him your book...'

1- The feminine form is : أَرِيـــنِي كتابَكِ.